Teach First

Early Career Framework Sequence

Two-year overview

The table below outlines the duration of time that the ECT will spend on different aspects of their training over the course of the two-year programme.

Session Type	Year One	Year Two
Mentor Sessions	39 hours (1 hour per week)	20 hours (every fortnight)
Self-directed study	27 hours (4.5 hours per half term)	5 hours
ECT Training (Webinars)	16 hours (each session 1 hour 20 minutes)	15 hours (2.5 hours per half term)
Formal Assessment	2 hours	1 hour
Professional progress reviews	3 hours	3 hours
Total	**87**	**44**

Teach First

Year One

Week	Self-direct study focus	ECF strands	Mentor interactions suggested focus	ECF strands (if the topic is covered)	ECT training sessions focus	ECF strands
Half term 1 Wk1-7	**Module 1: How can you create a powerful learning environment?**					
1	Introduction	8.2; 8.3; 8.1;8.7; 8l; 8b; 8c; 8d; 8f; 8p; 4.1; 8g; 1.6	Interaction: discussion Focus: ways of working	8.7; 8l		
2	Session1: Establishing classroom routines	7.1; 7.2; 7.5; 7c; 7e; 7h; 7i; 7j; 1.5; 1.6; 1d; 8.4; 8m	Interaction: observation Focus: entry and settling routines	7.1; 7.2; 7c; 7h; 7i; 7j		
3	Session 2: Creating a positive and respectful	1.1; 1.2; 1.4; 1.5; 1d; 1h; 7.1; 7.5; 7.6;	Interaction: observation Focus: precise praise and acknowledgement	1.1; 1h; 7.6; 7a; 7o		

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	classroom environment	7a; 7o; 8.4; 8h				
4	Session 3: Addressing low-level disruption	1.5; 7.5; 7a; 7e; 7f	Interaction: observation Focus: positive and least invasive behaviour management strategies	1.4; 1.5; 1e; 1f; 7.5; 7a; 7b; 7e; 7f; 7l; 8n		
5 PPR	Session 4: Addressing persistent and challenging behaviour	1.4; 1.5; 1e; 1f; 1g; 7.2; 7.3; 7.5; 7a; 7b; 7e; 7f; 7g; 7l	Interaction: discussion Focus: addressing persistent and challenging behaviour	1.2; 1.4; 1.5; 1e; 1f; 1g; 7.5; 7a; 7b; 7e; 7f; 7g; 7k; 7l; 8n	Training session 1: Using praise and consequences effectively	1.2; 1.5; 1e; 1f; 1g; 1h 7.2; 7a; 7b; 7e; 7f; 7g;
6	Session 5: Developing pupils' intrinsic motivation	1.1; 1.2; 1.3; 1a; 1b; 1c; 1d; 3q; 4p; 7.7; 7b; 7k; 7o; 7m; 7n; 8h; 8n; 8o	Interaction: observation Focus: motivating pupils to engage	1.1; 1.2; 1.3; 1c; 7m; 7n; 7o		

7	Session 6: Holding high expectations and maintaining engagement	1.1; 1.3; 1.4; 1a; 1b; 1c; 1f; 7m	Interaction: observation Focus: increasing pupil participation	1.1; 1.2; 1.3; 1.4; 1c; 1d; 1f	Training session 2: Holding high expectations of all pupils	1.3; 1a; 1b; 1c; 4k; 4n; 7m;
Half term 2 Wk 8-14	**Module 2: How do pupils learn?**					
8	Session 1: The working and long-term memory	2.1; 2.2; 2.3; 2.4; 2.5; 2a; 2c; 2e; 3a, 3b, 4f,	Interaction: discussion Focus: identifying key prior knowledge and vocabulary	2.2; 2.6; 2a; 2e		
9	Session 2: Considering how to introduce new knowledge to pupils	2b; 4g	Interaction: observation Focus: breaking complex material and explanation into small steps	2.4; 2a; 2b; 2c;		
10	Session 3: Using worked and partially completed examples	2.9	Interaction: observation Focus: Combining verbal explanation and graphical representation	2.4; 2c; 4g	Training session 1: Avoiding working memory overload by combining verbal explanation and graphical representation and worked/partially completed examples	2.4, 2.9; 2b; 4g

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11			Interaction: observation Focus: worked or partially completed examples	2.9; 2b; 2c		
12 PPR	Session 4: Helping pupils remember	2.5; 2.6; 2.7; 2.8; 2h; 2i;2k; 2j 3.2, 3.3,;3i 3j 3.7, 5.6; 7m 8d	Interaction: discussion Focus: low-stakes retrieval quiz	2.7; 2.8; 2h; 2i; 2j; 2k		
13			Interaction: observation Focus: low-stakes retrieval quiz	2.7; 2.8; 2h; 2i; 2j; 2k	Training session 2: Using spaced and retrieval practice is build long term memory	2e; 2f; 2h; 2i; 3.7
14	Session 5: Introduction to metacognition	4.5	Interaction: discussion Focus: self-regulation and metacognition	4.5		
Half term 3 Wk 15-20	**Module 3: What makes classroom practice effective?**					
15-16	Formal assessment 1					
15	Session 1: Review of pervious learning	27; 28; 2l; 4.1	Interaction: observation Focus: effective explanations	2.4; 2a; 2b; 2c; 4.2; 4j		

16	Session 2: Explanations and modelling	4.4; 4a; 4c; 4d; 4e; 4.2; 4.3; 4h; 4i; 4.5; 4f; 4k	Interaction: observation Focus: thinking aloud	4.2; 4.3; 4a; 4e; 4i; 4j	Training session 1: Using examples and non-examples	4.3; 4h; 3l
17 PPR	Session 3: Guided practice	4.8; 4c; 4.4; 4d; 4e; 3.10; 3n; 4a 3r	Interaction: discussion Focus: guided practise	4.4; 4.8; 4d; 4e; 4i; 4k; 4l		
18	Session 4: Independent practice	4.11; 7d; 4l; 4e; 4.9; 4.10; 4o 4.8; 4d; 4b; 3k; 4.4; 2k; 3.5	Interaction: observation Focus: guided and independent practise	4.4; 4.8; 4b; 4c; 4d; 4e; 4i; 4k; 4l; 4o; 4.11		
19	Session 5: Questioning	4.7; 4.6; 4m; 2k; 6e; 1f; 4n	Interaction: discussion Focus: questioning	4.6; 4.7; 4m; 4n; 4p	Training session 2: Using questioning to extend and challenge pupils	4.6; 4.7; 4m; 4n;
20			Interaction: observation Focus: questioning	4.6; 4.7; 4m; 4n; 4p		

Half term 4 Wk 21-26	Module 4: How can you use assessment and feedback to greatest effect?					
21	Session 1: What makes assessment effective?	6.1; 6.2; 6.3;6.4 6a;6d	Interaction: discussion Focus: assessment opportunities	6.2;6.3;6a;6d		
22	Session 2: Planning for effective assessment	6.2;6.3 6a; 6d; 6e;6g; 6f, 2g, 3e., 4.4	Interaction: observation Focus: anticipating and identifying misconceptions through questioning	6.2; 6.3; 6a; 6f	Training session 1: Structing questioning to anticipate and identify misconceptions.	6.3;6.4;6a;6g;6e
23	Session 3: Monitoring misconceptions	6.1, 6.2;6.3;6.4; 6a, 6g; 6e; 6q	Interaction: observation Focus: Monitoring independent practice	6.1; 6.2; 6g; 6e		
24	Session 4: Making feedback purposeful and manageable part 1	6.5; 6.6;6.7;	Interaction: observation Focus: verbal feedback	6.5; 6.6; 6.7; 6n; 6o; 6p		

		6h; 6i; 6n;6o; 6p; 6m				
25 PPR	Session 5: Making feedback purposeful and manageable part 2	6.6; 6h;6j; 6k	Interaction: discussion Focus: self-assessment	6.6; 6j; 6k	Training session 2: Peer and Self-Assessment	6.6; 6h; 6j; 6k
26	Session 6: Summative assessment	6.2; 6.3; 6.4; 6.7;6b; 6c	Interaction: discussion Focus: Making judgements based on performance	6.2; 6.3; 6.4; 6.7; 6b; 6c		
Half term 5 Wk 27-32	**Module 5: How can you support all pupils to succeed?**					
27	Session1: Supporting all pupils to access the curriculum – developing high-quality oral language	3.10; 3r; 3o; 4p; 4n; 5.2;	Interaction: discussion Focus: developing pupils' vocabulary	3.9; 3.10; 3o; 3r		

28	Session 2: Supporting all pupils to access the curriculum – developing reading and writing	3.9; 3m; 3n; 3.10; 3p; 3q; 1d; 8.4; 8h; 3s; 5.2	Interaction: observation Focus: implicitly and explicitly teaching vocabulary	3.9; 3.10; 3o; 3r		
29 PPR	Session 3: Further developing prior knowledge	5.1; 5.2; 5.3; 5.4; 5a; 5b; 5c; 5f; 5h; 5i; 5j; 6d; 8i; 8o	Interaction: discussion Focus: pre-teaching	5.1; 5.2; 5.3; 5a; 5c; 5f; 5g; 5h; 5j; 8o	Training session 1: Developing pupils' language comprehension and writing in your subject or phase	3.10; 3o; 3p; 3r; 3s
30	Session 4: Providing additional scaffolds	4.6;4.10; 4.11 4n; 5.1; 5.5; 5b; 5f; 5g; 5j; 5k; 5l; 5m; 5n; 5o; 8.5; 8j; 8k	Interaction: observation Focus: adaptive teaching	5.2; 5.3; 5.4; 5.5; 5a; 5e; 5g; 5k; 5l; 5m		

31	Session 5: The SEND code of practice	5.2; 5.3 5.4; 5.7; 5d; 5e; 8i; 8n	Interaction: discussion Focus: graduated approach	5.2; 5.3; 5.4; 5.7; 5d; 5e		
32	Session 6: Teaching pupils who require a greater level of support	5.1; 5.2; 5.3; 5.4; 5.6; 5.7; 5a; 5c; 5d; 5e; 5g; 8.5; 8.6; 8g; 8h; 8n	Interaction: observation Focus: adapting practice and learning environments to support targeted pupils	5.1; 5:2;5.3; 5.7 5a; 5b; 5c; 5d; 5e; 8.6	Training session 2: High-quality universal provision and the graduated approach	5.1, 5.3; 5.7; 5e; 5m 8.4; 8.6; 8b; 8g
Half term 6 Wk 33-39	**Module 6: How can you plan a coherent curriculum?**					
33	Session 1: What is the purpose of a curriculum?	3.1; 3b; 3c; 3d; 3f	Interaction: discussion Focus: deciding topic for scheme of work and where to go for expert guidance	3.1; 3b; 3c; 3d; 3f		

34	Session 2: Identifying concepts, knowledge and skills	3.3; 3.5; 3.7; 3a; 3g; 3o	Interaction: discussion Focus: identifying the concepts, knowledge and skills in a scheme of work	3.3; 3.5; 3a; 3g; 3o	Training session 1: Identifying the essential concepts, knowledge and skills of a subject	3.3; 3.5; 3a; 8c
35	Session 3: Sequencing teaching and learning	3.7; 3b; 3g; 3h; 6.1; 6.3	Interaction: discussion Focus: developing the sequencing of teaching and learning in a scheme of work	3.7; 3b; 3g; 3h; 6.1; 6.3; 6.7		
36 PPR	Session 4: Helping pupils master important concepts, knowledge and skills – Part 1	3.2; 3.4; 3e; 3i	Interaction: discussion Focus: common misconceptions and strategies to master concepts, knowledge and skills	3.2; 3.4; 3e; 3i		
37	Session 5: Helping pupils master important concepts, knowledge and skills – Part 2	3f; 3l	Interaction: discussion Focus: developing practice and concrete examples/non-examples into a scheme of work	3f; 3l		
38	Session 6: Supporting pupils to build increasingly	3.6; 3.8; 3f 3i, 3j; 3k	Interaction: discussion Focus: building spaced exposition, practice and retrieval practice into a scheme of work	3f 3i, 3j; 3k	Training session 2: Critical thinking in a subject area	3.6; 3k; 8c

	complex mental models					
39			Interaction: discussion Focus: reflection on the year and next steps for improvement	8c; 8e		
5;12;17; 25;29; 36	Professional Progress Review (PPR)					
36-38	Formal Assessment 2					

N.B: Through the mentor sessions and ECT training sessions will incorporate the following ECF strands: 8a; 8b; 8e; 8p; 8g

Year Two

Development cycle 1: Helping pupils to journey from extrinsic to intrinsic motivation in your subject or phase

| ECF links: | | | |
| 7.4; 7.6; 7.7; 7m; 7n; 7o; 5.3; 5.5; 5.7; 5f; 5i; 5j; 5k; 5n | | | |
Week	Self-directed study focus	Mentor sessions suggested focus	ECT training session focus
40	Sections of: Module 1 - Session 5: Developing pupils' intrinsic motivation Module 5 - Session 3: Further developing prior knowledge Module 5 – Session 4: Providing additional scaffolds		
41		Interaction: Discussion Focus: Decide upon an area of development	Helping pupils to journey from extrinsic to intrinsic motivation in your subject or phase
42		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
43			
44		Interaction 3: Observation Focus: Area of development linked to building motivation	
45			
46			
Development cycle 2: Breaking materials into small steps in your subject or phase ECF links: 2.4; 2b; 4.2; 4.6; 4e; 4.5; 5a			
Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
47	Sections of:		

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
	Module 2 – Session 2: Considering how to introduce new knowledge to pupils		
48		Interaction: Discussion Focus: Decide upon an area of development	Integrating strategies to support the working memory into your classroom practice
49		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
50			
51		Interaction: Observation Focus: Area of development linked to breaking materials into small steps	
52			
53			

Development cycle 3: Using meaningful and memorable explanations in your subject or phase
ECF links:
4.2; 4.3; 4a; 4f; 4h; 4i; 4j; 5.2; 5f; 5i; 5j

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
54	Sections of: Module 2 – Session 2: Considering how to introduce new knowledge to pupils Module 3 – Session 2: Explanations and modelling		
55		Interaction: Discussion Focus: Decide upon an area of development	Using meaningful and memorable explanations in your subject or phase

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
56		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
57			
58		Interaction: Observation Focus: Area of development linked to meaningful and memorable explanations	
59			
Development cycle 4: Anticipating and addressing common misconceptions in you subject or phase ECF links: 2.6; 2g; 3.4; 3e; 4.5; 4k; 5f; 5i; 6d; 6e; 6g			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
60	Sections of: Module 4- Session 2: Planning for effective assessment Session 3: Monitoring misconceptions		
61		Interaction: Discussion Focus: Decide upon an area of development	Anticipating and addressing common misconceptions in you subject or phase
62		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
63			
64		Interaction: Observation Focus: Area of development linked to meaningful and memorable explanations	
65			

Development cycle 5: Developing literacy skills in your subject or phase			
ECF links: 3.9; 3.10; 3n; 3o; 3p; 3r; 3s; 5.4			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
66	Sections of: Module 5 – Session 2: Supporting all pupils to access the curriculum – developing reading and writing		
67		Interaction: Discussion Focus: Decide upon an area of development	Developing literacy skills in your subject or phase
68		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
69			
70		Interaction: Observation Focus: Area of development linked to developing literacy in their subject or phase	
71			
Development cycle 6:T Teaching key concepts through a range of powerful analogies, illustrations and demonstrations within a subject area			
ECF links: 3.2; 3.3; 3b; 3c; 5i; 5j			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
72	Sections of: Module 2- Session 2: Considering how to introduce new knowledge to pupils Module 6 - Session 2: Identify concepts, knowledge and skills. Module 6 - Session 4: Helping pupils master important concepts, knowledge and skills - Part 1		

73		Interaction: Discussion Focus: Decide upon an area of development	Teaching key concepts through a range of powerful analogies, illustrations and demonstrations within a subject area
74		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
75			
76		Interaction: Observation	
77		Focus:	
78			
43;49;56; 62;68;73	Professional Progress Reviews		
75-78	Formal Assessment 3		

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